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## ABSTRACT

This document presents Ohio's state guidelines to assist school districts in providing appropriate educational interpreting services for students who have hearing impairments. A section on the primary role of the educational interpreter considers: necessary knowledge and skills, modes of communication, interpreting environments, testing situations, the interpreter's role on the individualized education program team, responsibilities of teachers working with interpreters, and ethical considerations. The next section is on the role and responsibilities of the school and discusses employment (licensure, recruitment, job descriptions), employment conditions (scheduling, the physical environment, and considerations for special populations such as the deaf blind), and supervision and evaluation. The following section discusses professional development including renewal of the associate license and professional development options. Appendices include a list of the responsibilities of the educational interpreter, a list of resources on educational interpreting, and a glossary of commonly used terms. (Contains 11 references.) (DB)



Compiled by the  
Educational Interpreter  
Guidelines Committee  
in collaboration with the  
Ohio Department of Education  
October 2000

# Ohio Guidelines for Education: Interpreters

James Siskin, Admin. IT Professional Association

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Center for Students, Families,  
and Communities

John Herner  
Director  
Office for Exceptional Children

Kristen Kask  
Assistant Director  
Office for Exceptional Children

Ohio Department of Education  
Office for Exceptional Children  
25 South Front Street  
Columbus, OH 43215

October 2000

## Ohio Guidelines for Educational Interpreters

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State of Ohio  
**Department of Education**

**Susan Tave Zelman**  
Superintendent of Public Instruction

**Office for Exceptional Children**

John Herner, Director, 25 South Front Street, Columbus, OH 43215, (614) 466-2650, FAX (614) 728-1097

October 2000

Dear Colleagues:

The Ohio Department of Education (ODE) and a statewide committee have diligently developed these guidelines to address the unique services provided by educational interpreters to students with hearing impairments.

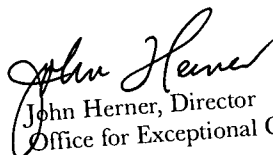
In October 1996, the State Board of Education passed a resolution to adopt the new teacher education and licensure standards. The General Assembly passed a concurrent resolution of approval of the standards in November 1996, establishing the effective date of January 1, 1998, for Chapter 3301-24 of the Administrative Code, Ohio's new *Teacher Education and Licensure Standards*.

These guidelines were developed to provide guidance on the roles of educational interpreters as they work in collaboration with families and school personnel to serve students who are hearing impaired.

Acknowledgment goes to members of the ODE Educational Interpreter Guidelines Committee whose dedication and hard work is reflected throughout the document. Special thanks are extended to the writing team who stayed constant in their purpose toward the finalization of this document.

The program consultant for the development of these guidelines was Jo Anna Liedel, Ph.D., of the Office for Exceptional Children, whose initiative brought together the committee to develop guidelines for assisting interpreters and educators who work with Ohio's students with hearing impairments. A special thanks goes to Mary Binion, Director of the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH), who facilitated the group's work in completing the guidelines. A special acknowledgment goes to Deborah Telfer, Ph.D., formerly of the Office for Exceptional Children, and John Nicholson, Assistant Director of ODE's Center for the Teaching Profession, for their unfaltering support and expertise throughout the guidelines process. Last but not least, special thanks are extended to Enola Adkins, Secretary, for her skill in making constant revisions and edits.

Sincerely,

  
John Herner, Director  
Office for Exceptional Children

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## Educational Interpreter Guidelines Committee

Mary Binion, *ORCLISH\**  
Pam Brodie, *Ohio School for the Deaf\**  
Meredith Crane, *Interpreter*  
John Crerand, *Columbus Public School District*  
Vicki Curtis, *Springfield City School District*  
Patty Drumheiser, *Franklin County Educational Service Center\**  
Jamie Dudzik, *Interpreter*  
Becky Farrell, *Mansfield City School District*  
Ben Hall, *Rehabilitation Services Commission*  
Lori Henderson, *Cleveland Municipal School District\**  
Mark Howdieshell, *Beachwood City School District\**  
Harold Johnson, *Kent State University*  
Kristen Kask, *Ohio Department of Education\**  
Jo Anna Liedel, *Ohio Department of Education\**  
Christine Lodd, *North Central Ohio Special Education Regional Resource Center\**  
Gayle Maue, *Clermont County Educational Service Center*  
Jacque Merz, *Franklin County Educational Service Center\**  
Jean Parmir, *Ohio School for the Deaf\**  
Tina Perry, *Deaf Services Center*  
Libby Sandy, *Hamilton County Educational Service Center\**  
John Saylor, *Ohio Department of Education\**  
Kathe Shelby, *Cuyahoga Special Education Regional Resource Center*  
Wendy Stoica, *Ohio Department of Education\**

\*Denotes Core Writing Team Member

## Reviewers

Monica Bechhold, *Beachwood City School District*  
Audrey Fuller, *Beachwood City School District*  
Gina Giriti, *Berea/Strongsville City School Districts*  
Carol Grooms, *Beachwood City School District*  
Monica Hagan, *Lakewood City School District*  
Brandi Horvath, *Cleveland Municipal School District*  
Sharon Houser, *Cleveland Municipal School District*  
Anthony Hovan, *Lakewood City School District*  
Laura Kelley-Hamby, *Cleveland Municipal School District*  
Cathy Kelly, *Cleveland Municipal School District*  
Rhonda Kidd, *Lakewood City School District*  
Pam Kiner, *Beachwood City School District*  
Pamela Luft, *Kent State University*  
Merry Beth Pietila, *Cleveland Municipal School District*  
Laura Roncagli, *Beachwood City School District*  
Mary Stanley, *Great Lakes Area Regional Center for Deaf-Blind Education*  
Renee Sterba, *Cleveland Municipal School District*  
Emily Taylor-Snell, *Great Lakes Area Regional Center for Deaf-Blind Education*  
Kim Wintle, *Lakewood City School District*  
Paula Woods, *Cleveland Municipal School District*



# Introduction





ll students can learn and all students will learn if the conditions for learning are right. Getting the conditions right, including the resources, facilities, and attitudes to support student learning, is part of what good teaching is all about.

Shared responsibility and ownership for the success of *all* children, collaboration between regular and special education personnel, and administrative and parental involvement are critical elements of schools that include and support all children. The *Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97)* underscores the importance of educating children with disabilities in the least restrictive environment (i.e., an environment where children with and without disabilities are educated together). IDEA '97 also requires that children with disabilities have access to the general curriculum.

For Ohio's 2,368 children with hearing impairments, access to the general curriculum often necessitates the services of a qualified educational interpreter. While the need for educational interpreters in public school settings has increased as more children are served in general education classrooms, the discipline of educational interpreting is still relatively new; therefore, many school districts are unclear about the type of training and skills needed to qualify one as an educational interpreter (*Kansas State Board of Education*, 1995).

## Background

According to IDEA '97, all students with disabilities, ages three through 21, are afforded the right to a free appropriate public education. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 ensure the right of people with disabilities to access public school functions and facilities. For students who are hearing impaired, interpreting may be one of the support services necessary for them to gain equal access to the general curriculum.

The limited number of qualified interpreters with requisite knowledge and skills to work in educational settings continues to represent a critical personnel shortage area for Ohio. During the 1997-1998 school year, 425 interpreters worked in Ohio's schools. In 1998-1999, that number, which included substitute interpreters, increased to 500 which is still short of the need.

In 1997, the Ohio Department of Education (ODE) convened Interpreter Training Programs (Cincinnati State Community College, Columbus State Community College, Kent State University, Sinclair Community College, and the University of Akron) to address the shortage of qualified interpreters in the state. The following four goals were addressed by this group:

- To increase the number of educational interpreters in Ohio schools
- To increase the skills of practicing educational interpreters
- To increase the knowledge of practicing educational interpreters
- To build capacity at the preservice and inservice level

Based upon the recommendation of Interpreter Training Programs (ITPs) along with the Great Lakes Area Regional Center for Deaf-Blind Education (GLARCDBE), the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH), and the Ohio Chapter of the Registry of Interpreters for

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the Deaf (OCRID), the Ohio Department of Education conducted a survey to determine

- Levels of training of interpreters currently working in Ohio's schools
- Current needs of interpreters, as identified by interpreters

The Ohio Department of Education is committed to ensuring that all children have access to the general education curriculum and regular education environments. For Ohio's children with hearing impairments, the provision of educational interpreting services through qualified providers is critical if such access is to be provided.

In 1999, the Ohio Department of Education convened the first meeting of the *State Superintendent's Advisory Council for Learners Who Are Deaf and Hard of Hearing*. The group's charge is to

- Work to improve services to youngsters with hearing impairments
- Advise the State Superintendent of Public Instruction on all matters affecting youngsters with hearing impairments
- Serve as a leadership forum where consensus could be sought on issues affecting the education of youngsters with hearing impairments
- Provide input to the *State Superintendent's Advisory Council for Special Education (SSAC)*
- Disseminate information and findings with regard to the education of youngsters with hearing impairments

## **Purpose**

The purpose of these guidelines is to assist school districts in providing appropriate educational interpreting services to children who require such services. This document is intended to provide support to local educational agencies, educational interpreters, parents, and other members of the educational team by serving as a resource and expanding on best practices in such areas as ethical conduct, qualifications, and roles and responsibilities. This document will also assist administrators and teachers to gain a more thorough understanding of the role of educational interpreters as critical members of the child's educational team.

Currently, there are five major consumer groups for educational interpreting services. They include

- Students who are hearing impaired and their hearing classmates
- Parents and guardians
- Teachers and other staff
- Administrators and elected officials
- Interpreters

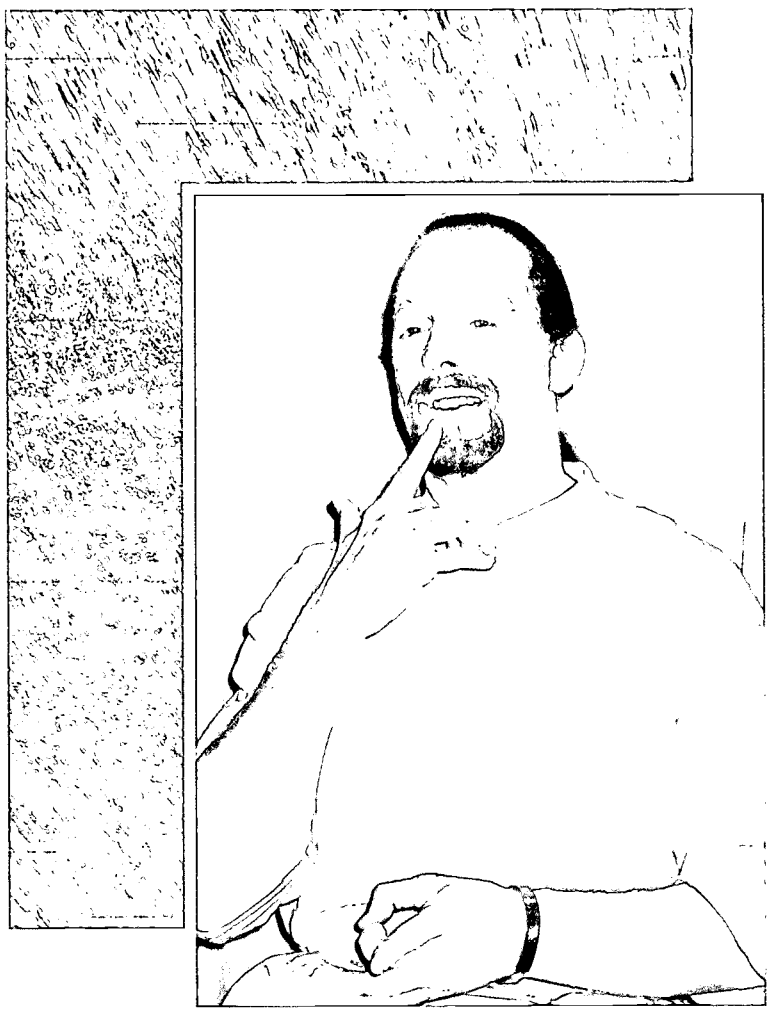
There is a shortage of consumer-oriented materials to assist these groups in making good use of educational interpreter services. Information about educational interpreting resources can be found in *Appendix B*. This appendix includes lists of state interpreter education programs, state and national organizations, special education regional resource centers, catalogs, and various web sites.



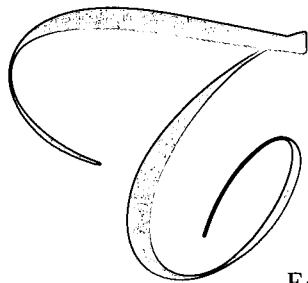
**Special Note:** The term "hearing impaired" is used in this publication to refer to people who are deaf and also those who are hard of hearing. This term is used in state and federal statutes to describe students who are eligible for special education services because of hearing status. The terms "deaf" or "hard of hearing" may reflect an individual's cultural identity so there may be individuals who prefer to identify themselves by one or the other of these terms.

This publication is not intended to provide comprehensive information for every situation. Consultation can be provided by the Ohio Department of Education through the Office for Exceptional Children, the Ohio School for the Deaf, the ORCLISH, and the special education regional resource center (SERRC) system.





# Primary Role of the Educational Interpreter



he educational interpreter facilitates communication and understanding among students with hearing impairments, hearing students, the teachers, and others involved in the student's education. Educational interpreters are an integral part of providing educational access to students with hearing impairments.

Interpreters use varied modes of communication, depending upon the communication needs of students with hearing impairments. Oral interpreters are used by individuals who are deaf who rely on speech and speechreading to communicate. Individuals who are deaf read the lips of the interpreter who is specially trained to silently and clearly articulate speech.

A cued speech interpreter is similar to an oral interpreter except that a hand code system or cue is used to represent speech sounds.

A deaf-blind interpreter is used by those who have limited or no sight and hearing. There are several different deaf-blind interpreting techniques, but most frequently the individual receives the message by placing his or her hands on top of the interpreter's hands.

The most common interpreter is a sign language interpreter. This interpreter listens to spoken messages and interprets them into sign.

While all of these different types of interpreters communicate information to the student who is hearing impaired, the interpreter may or may not speak for the student (voice interpret). This decision is made by the student, who may prefer to speak for him or herself.

Educational interpreter responsibilities include

- Facilitating communication in a variety of environments
- Participating in the multifactored evaluation (MFE) and individualized education program (IEP) processes
- Collaborating with educational staff

### **Knowledge and Skills Needed by Educational Interpreters**

The following information has been adapted from *Kansas State Board of Education*, 1995:

#### **Knowledge**

- General background in liberal arts, science, and mathematics to allow understanding of content and vocabulary in major curriculum areas throughout the elementary and secondary levels, including knowledge of signs for specialized terminology
- Awareness of current events and issues likely to be discussed in an educational setting
- Proficiency in English
- Proficiency in the communication modes used by students

- Knowledge of research and best practices in interpreting
- General background in philosophies and techniques for educating children with hearing impairments, and legislation, regulations, and practices affecting the education of individuals who are hearing impaired
- Knowledge of environmental factors that affect the interpreting situation (e.g., lighting, positioning in relation to media, auditory or visual distractions)
- Knowledge of techniques and materials to explain appropriate use of interpreting services to students, staff, faculty, and administrators
- Awareness of political and social events and issues important to members of the deaf community
- Awareness of organizations within the deaf community
- Knowledge of factors leading to Overuse Syndrome and techniques for reducing fatigue and physical stress
- Understanding of and ability to articulate roles and responsibilities of an educational interpreter

### **Interpreting Skills**

- Ability to interpret reflecting the affect of the speaker or signer
- Application of interpreting skills to a variety of educational situations (e.g., classrooms, staff meetings, field trips, assemblies, sports)
- Ability to interpret in a variety of situations (one-to-one, small groups, large groups)
- Ability to interpret from American Sign Language (ASL) into spoken English
- Ability to transliterate from one or more forms of Manually Coded English into spoken English
- Based on students' communication needs as identified on IEPs, one or more of the following:
  - Ability to interpret from spoken English into ASL or Manually Coded English
  - Ability to transliterate orally or using cued speech
  - Ability to accommodate students with multiple disabilities, including those with visual impairments

### **Allied Skills**

Allied skills may be acquired with special training beyond that provided in ITPs. Such skills include

- Appraisal of students' ability to acquire information through signs or through speechreading
- Under the direction of a classroom teacher, the ability to provide tutoring in one or more subjects
- Ability to teach sign language to students and staff

### **Overall Skills**

- Ability to work with students of various levels of ages, maturation, communication, and education

- Flexibility
- Sensitivity to students' needs for independence and direct communication
- Diplomacy with families, administration, faculty, fellow interpreters, and other staff
- Ability to understand and follow instructions conveyed by the supervisor; reliability in meeting responsibilities
- Supportive attitude toward the program where employed; constructive in his or her advocacy for quality
- Good interpersonal relationships with staff, particularly with those providing services to students with hearing impairments
- Professional dress appropriate for the situation (e.g., classroom, field trip, IEP meeting)

## Modes of Communication

The local educational agency (LEA) must be aware of the communication modes used by students who are hearing impaired. The language to be used in the interpreting process should be compatible with that used by the student. It is **not** the interpreter's responsibility to select the mode(s) of communication to be used in class. The mode(s) should be dictated by student needs and indicated on the child's IEP. Interpreters/transliterators are important language models for the student who is hearing impaired and therefore must be skilled in the mode(s) of communication indicated on the child's IEP.

Contingent upon training and experience, educational interpreters should be able to determine the extent of the student's comprehension of the mode(s) of communication utilized. If the student has difficulty with instructional content, the educational interpreter must collaborate with the appropriate member of the educational team.

### Commonly Used Modes of Communication

**American Sign Language (ASL)** - A visual-gestural language used by people who are deaf in the United States and parts of Canada. ASL has its own culture, grammar, and vocabulary; it is produced by using the hands, face, and body; and is not derived from any spoken language.

**Manually Coded English** - Systems created to represent English using natural and invented signs in English word order.

**Oral Interpreting** - The process of understanding the speech and/or mouth movements of people who are deaf or hard of hearing and repeating the message in spoken English; the process of paraphrasing/transliterating a spoken message with or without voice; and natural lip movements or natural gestures may be used.

**Pidgin Signed English** - One of various sign systems developed for educational purposes that use manual signs in English word order with added prefixes and suffixes not present in traditional sign language.

**Signing Exact English (SEE<sup>2</sup>)** - A sign language system that represents literal English; it attempts to make visible everything that is not heard; and supplements what a child can get from hearing and speechreading.

## **Interpreting Environments**

The instructional content of in-class interpreting will vary among classes and levels. Skilled interpreting from pre-K through high school requires the interpreter to possess various competencies and a knowledge of related curricular areas including concepts and vocabulary. Additionally, familiarity with an individual student's linguistic preferences is crucial to meeting the student's language needs.

## **Physical Setting in the Classroom**

The general education teacher should assign seats for students with hearing impairments where they will have an unobstructed view of the teacher and the interpreter. The following suggestions for arranging the physical setting of the classroom are adapted from the *Kansas State Board of Education*, 1995:

- ▣ The interpreter should be positioned close to the teacher, when possible, to enable the student to see the teacher and the interpreter clearly.
- ▣ If the teacher moves to another part of the room to lecture, the interpreter should follow, making sure to stay in view of the student who is hearing impaired. If the teacher continues to walk and speak, the interpreter should find an appropriate place and interpret from there.
- ▣ The interpreter must recognize that it is not possible for the student to look at visual aids and the interpreter simultaneously and make adjustments accordingly.
- ▣ The interpreter must recognize that it is not possible for the student who is hearing impaired to receive information visually and write at the same time and should assist the teacher in making adjustments.
- ▣ The interpreter will be responsible for making sure there is sufficient lighting to ensure visibility of interpreting during lectures and films.
- ▣ The interpreter should be placed in the best position for viewing by the student while interpreting movies, TV, and overhead projections, taking care not to have his or her back to any lighting or windows that produce glare.
- ▣ When the interpreter is interpreting during an assembly program, placement should be where the student who is hearing impaired can see both the event and the interpreter.

## **Additional Interpreting Environments**

The educational interpreter's responsibilities may include interpreting during out-of-class and extracurricular activities. These responsibilities should be distinguished from extra duties as assigned. Out-of-class activities are those in which the educational interpreter is involved primarily to interpret for the student who is hearing impaired and facilitate communication between students outside the classroom — at assemblies, field trips, meetings involving disciplinary issues, parent or IEP conferences, and meetings with school personnel.

The LEA is responsible for providing interpreting services for students with hearing impairments who participate in school sponsored extracurricular and other nonacademic activities. Interpreting assignments involving time beyond the regular working



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hours will be compensated in some form per local policy (e.g., stipend, compensatory time off, or overtime pay).

## Testing Situations

The Ohio Department of Education has placed increased emphasis on measurement, assessment, and validation of learner performance. Measurements may include curriculum-based evaluation, proficiency testing, and other forms of evaluation. Students who are hearing impaired may not be automatically excluded from proficiency tests; participating in statewide proficiency testing is not, however, appropriate for all students.

The degree to which a student with a hearing impairment participates in proficiency testing (i.e., whether the student takes one or more of the tests) must be determined by the student's IEP team after consideration of the student's individual needs. The student's IEP must document the specific tests to be taken and whether or not any accommodations, such as interpreting, will be provided to the student. Please note that accommodations shall not change the content or structure of the test, shall not change what the test is intended to measure, and shall not change or enhance the student's response.

Interpretation is a valid accommodation for some students taking proficiency tests. State law regarding proficiency tests, the IEP, and classroom procedures used with the student determine whether the tests can be interpreted and how. Individuals who provide this interpretation must follow all applicable laws and procedures.

In no case should accommodations be provided beyond regular classroom practice. For example, when the student's IEP stipulates interpretation, that generally includes interpreting such things as directions, prompts for the writing test, and questions and multiple-choice answers. Individual words should not be interpreted; instead, the interpreter may interpret the entire sentence in which that word occurs. Interpretation of reading passages would generally not be permitted since the purpose of the test is to assess the student's ability to comprehend text. An exception may be made only if all instruction is delivered via sign (i.e., if the student never reads).

Use of dictionaries is allowable if such use is a regular IEP accommodation. This is not a common accommodation for students with hearing impairments. Dictionaries are also allowed for students identified as limited English proficient (LEP). However, this is a legal definition that generally does not apply to students who are hearing impaired. Though some students with hearing impairments have limited English skills, LEP refers to "national origin minority group children" who come from environments where English is not the dominant language.

If all test items are interpreted, test administration will take longer than the prescribed time. Waiving time limits is a reasonable accommodation. If the student with a hearing impairment will take longer than other students, or if the interpretation is likely to be distracting to other students, the test may be given in another room with the interpreter serving as proctor. In this case, the interpreter should be made aware of all requirements for test administration, such as procedures for restroom use, ensuring that maps and flags are not visible, and providing for any other state or school conditions.

Effective interpretation requires the interpreter to be familiar with the material being interpreted. For this reason, an interpreter may want to look over the proficiency test ahead of time. While the local test administrator may permit this type of review, he or she may require the interpreter to preview the test materials in a secure office. Test materials should always be locked up when not in use. To avoid the appearance of conflict, an individual who is the parent or guardian of a child who is taking a proficiency test should not interpret that test.



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## Classroom Preparation

The work schedule of the educational interpreter should include preparation time. Preparation time is needed during the school day for meeting with instructors and team members; reviewing all pertinent instructional materials such as course and/or lecture outlines, class notes, required readings, and tests or quizzes; and previewing films, videotapes, and other media to be interpreted. Interpreters need access to all of these materials and to a workspace.

## Multifactorial Evaluation (MFE)

The educational interpreter is a member of the MFE team, and, in some cases, may be the only staff person providing direct educational access to the student with a hearing impairment. Based on education, experience, and daily interaction with the student, educational interpreters will be able to share information that would help determine a student's educational needs in the areas of functional language and communication skills.

Educational interpreters may also be able to share information as to how well the student utilizes interpreting services and knowledge of any special needs or instruction needed to help the student become a better consumer of interpreting services. Educational interpreters with appropriate education and training may be able to assist team members in conducting language and communication assessments.

Participation at an MFE conference will require some knowledge of standard assessments, basic assessment processes, and how these processes may or may not relate to observed classroom behavior. Interpreters will also need some background in language and literacy assessments to describe their perceptions competently.

It is anticipated that, in most cases, a speech and language pathologist will be a member of the student's MFE and IEP teams. However, the interpreter may be the only member of some MFE and IEP teams who is knowledgeable about deafness. As a result, the interpreter may need an understanding of the school environment and culture to be able to comment on the student's behavior and adjustment to the general education classroom and to assist school personnel in making accommodations in a variety of areas.

## The Educational Interpreter and the Student Who Is Hearing Impaired

Students with hearing impairments and their interpreters often establish a close relationship because they are together every day in many different situations. An overly dependent relationship may develop when a student begins to rely on the interpreter for the emotional support and understanding that might better be provided by that student's peers. When this occurs, the interpreter should ask for guidance from the school counselors and other staff members to develop strategies for enhancing student independence and self-confidence.

Students, especially in the elementary grades, do not necessarily know how to use the interpreter effectively. They must learn the proper use of all support services, including the educational interpreter. The teacher of the student who is deaf, educational interpreters, or members of the student's educational support team could work with the student in understanding the interpreter's role.

Such learning is an ongoing process that increases as the student matures and interpreting situations become more involved (e.g., in a laboratory, driver education situations). They should exit the public school with an understanding of the role of the educational interpreter at the elementary, secondary, and post-secondary level. When the student has concerns regarding the support services provided, including interpreting, it is important that he or she be able to advocate for appropriate services.

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## Individualized Education Program (IEP)

IDEA '97 requires that, in developing each child's IEP, the IEP team shall consider the communication needs of the child. In the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

The child's parents are critical members of the IEP team and will have valuable input in determining the communication needs of the child. The interpreter will also provide critical information regarding the child's opportunities to communicate with peers, how the child understands others, and the child's understanding of subject material.

As the interpreter for the child (i.e., the person responsible for interpreting subject matter for the child), and as a provider of special education services for the child, the interpreter **must** be part of the IEP team. If an IEP team member needs interpreting services, a different interpreter should be provided so that the student's interpreter can participate in the meeting without a role conflict.

The educational interpreter serves an important role on the IEP team with regard to language and communication. Educational interpreters should participate in the development of goals and objectives related to communication and interpreting services. Educational interpreters require access to information and student files regarding special instructional needs in order to effectively provide interpreting services that match the student's communication and cognitive abilities. Educational interpreters will assist in implementing goals on the IEP by focusing on communication, language, and interpreting services.

## Collaboration

In order to coordinate communication and educational planning for students who are hearing impaired, time must be allotted for educational interpreters and teachers to meet and discuss course content, lesson plans, upcoming tests, student learning styles, and special classroom environment considerations.

These meetings should be scheduled on a regular basis to exchange and share information between the interpreters and the teaching staff, which will assist in supporting the students in the classroom. This educational planning should also include provisions for preparation time (see *Classroom Preparation*, page 10).

## The Educational Interpreter and the Teaching Staff

The relationship between the teacher of the student who is hearing impaired and the educational interpreter is an important one. Both are professionals working as part of a team to ensure the most appropriate education for the student. They must draw upon their expertise in order to provide inservice training for staff and hearing students, as well as instructional strategies and delivery systems for students who are deaf.

Teachers of the hearing impaired are often called on to coordinate (e.g., devise schedules, deal with logistics) the implementation of student support services, including interpreter services, for children with hearing impairments. The effectiveness of such coordination depends, in part, on having regular and ongoing interaction with the student's educational interpreter and on having respect for the skills and responsibilities of and the demands placed on the educational interpreter.



## **Responsibilities of Teachers Working with Children with Hearing Impairments in the Regular Classroom**

- ▣ Introduce the interpreter to the entire class at the beginning of the year and allow class time for the interpreter to explain his or her role.
- ▣ Discuss with the interpreter the class format (lecture, discussion, and films/media to be used).
- ▣ Provide the interpreter with all textbooks and other related materials used in the class. Provide an overview of upcoming instruction. Apprise the interpreter of specific or new vocabulary used in class.
- ▣ Learn to use the closed caption decoder and other technology the student may be using in the classroom.
- ▣ Use films and videos that are captioned to ensure access for students who are hearing impaired.
- ▣ Remember the interpreter is working for everyone in class (i.e., he or she is not there just for the student who is hearing impaired, but rather to facilitate communication for everyone).
- ▣ Consult regularly with the interpreter.
- ▣ Retain all responsibility for classroom management. Interpreters are not expected to have any responsibilities for management, nor are they to take any actions that impinge on the teacher's authority in the classroom.
- ▣ Maintain eye contact with the student, rather than with the interpreter. This establishes a direct and important connection between teacher and student.
- ▣ Look at and talk to the student with a hearing impairment. Although the interpreter will be signing what you are saying, watching the student's facial expression can assist you with communication.
- ▣ Face and talk directly to the child. "My name is Ms. Smith" is more empowering and inclusive than "Tell him my name is ..." This practice applies when using an interpreter and during all classroom communication.
- ▣ Be flexible with classroom seating arrangements. Preferential and roving seating are important so the student can have visual access to the teacher, interpreter, and children who are contributing to classroom discussions.
- ▣ Speak at the same speed you would use in any instructional situation. You do not have to slow down to accommodate the child with a hearing impairment in the classroom. The interpreter will ask for clarification if needed. However, during oral reading, it is important to realize that speed tends to increase. Please be aware that the child may be trying to watch the interpreter and follow the text. Modifications/adaptations may need to be devised.
- ▣ Be aware that the interpreter is responsible for providing communication and educational access for the student with a hearing impairment by (a) signing all the information he or she hears from teachers and other students, (b) voicing or speaking all the information from students with hearing impairments, and (c) not editing, interjecting personal comments, or deleting information that other students can hear.
- ▣ Visually cue the student with a hearing impairment to indicate who is talking during class discussions.

- To promote independence and inclusion, hand all materials directly to the student, rather than the interpreter.
- Allow several minutes for the child to visually scan new materials and to become oriented to vocabulary and central concepts. It is impossible to read and watch the interpreter simultaneously. Providing vocabulary or study guides prior to the introduction of new material is also helpful.
- Be aware that, due to the time required to process the information, the interpreter is usually several sentences behind the speaker. During classroom discussion, establish a rule that one person speaks at a time. When students raise their hands and teachers point to the next speaker, it allows the child who is hearing impaired to more fully participate in fast-paced, lively conversations.
- Understand that private conversations between teacher and interpreter, or between interpreter and children with hearing impairments, are not appropriate. However, there may be times when the interpreter is still signing information in order to clarify communication-even after the teacher/classmate has finished speaking.
- Hold the student who is hearing impaired responsible for class rules, homework, materials, and class preparation just as you would any other student.

Interpreters can provide essential information to the teacher of the hearing impaired because they are physically present with the student throughout the school day. For example, interpreters can provide information about the student's use of language skills, strengths, and weaknesses. At the secondary level, the interpreter should encourage students to play a greater role in communicating their own needs.

Contact between the educational interpreter and the teacher of the hearing impaired is critical to the student's success in the regular education environment; therefore, time should be scheduled during the school day for routine consultation (*The University of the State of New York*, 1994).

## Substitute Folders

Educational interpreters are encouraged to develop a substitute folder to be kept on file in the school office in case of absences. The folder should contain the following information:

- Daily Schedule
  - Beginning and ending times
  - Class periods or times (where applicable)
  - Lunch and break times
  - Subjects
- Additional Information
  - Teacher's name(s) and name sign(s)
  - Student's name(s) and name sign(s)
  - The name(s) and name sign(s) of other interpreters in the building
- School Layout or Map
  - Classroom(s)
  - Office and teachers' lounge
  - Restrooms
- Special Considerations and Accommodations
- *Ohio Guidelines for Educational Interpreters* (or access to it)
- Current Handouts and Assignments



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## Educational Support

Educational support might be included as an educational interpreter's responsibility, but the teacher is charged with the main responsibility for teaching and assessing student progress. Educational interpreters **do not** provide primary instruction; however, they should be available to interpret tutoring sessions between teachers and students and to reinforce curriculum-based vocabulary.

The responsibilities for management of the classroom should never be placed on the interpreter. The educational interpreter should not be asked to assume duties such as covering a classroom or teaching a lesson, with the exception of teaching ASL to the student's peers (*Kansas State Board of Education, 1995*).

## Advising Interpreting Internships

A common need faced by all school districts is the shortage of interpreters qualified to work in the kindergarten through 12th grade setting. One way this need can be addressed is by providing opportunities for internships for students from an Ohio Department of Education-approved interpreter training program (ITP). Internship programs are excellent recruiting tools in addition to improving the overall quality of educational interpreting services. Internships from participating ITPs typically last a full quarter or semester.

To assure a positive internship experience, schools should identify an interpreter to serve as an *advisory interpreter*. This person is responsible for supervising the student interpreter and for evaluating and monitoring the student interpreter's performance.

Suggested qualifications of the advisory interpreter include, but are not limited to, the following:

- An associate license as an educational interpreter
- Certification from a national organization such as the Registry of Interpreters for the Deaf (RID), Inc. or the National Association of the Deaf (NAD)
- Five or more years of experience as an educational interpreter
- Excellent interpersonal skills
- Excellent organizational skills

Assistance in establishing an internship program can be obtained from the Ohio Department of Education through the Office for Exceptional Children, the Ohio School for the Deaf, the ORCLISH, and the SERRC system (see *Appendix B*).

## Confidentiality

As communication facilitators participating in all aspects of a student's school day, educational interpreters have more access to information about the student than other educational professionals. Decisions as to what should and should not be disclosed may be unclear to the interpreter unless he or she has a clear understanding of district policies and the type of information school personnel are legally obligated to report. Confidentiality should not supersede the responsibility of all school employees to report information gained during school-related activities if that information leads the employee to believe that the health, safety, or welfare of students, staff, or property may be jeopardized.

## Ethical Considerations

Ethical considerations are a set of principles which direct district board policies for guiding and protecting educational interpreters, students, and educational agencies. Expected practices of educational interpreters with accompanying guidelines follow:



- Educational interpreters/transliterators will discuss assignment-related information only with other members of the educational team who are directly responsible for the educational programs of children with hearing impairments for whom interpreters interpret or transliterate.

**Guidelines:** *Interpreters/transliterators at the elementary and secondary levels function as support service providers on the educational team, collaborating with the teachers who are responsible for the children's educational programs. Interpreters/transliterators should discuss the children's communicative functioning in the interpreting situation on a regular basis with the classroom teacher and/or designated administrator.*

- Educational interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker, using the mode of communication stated on the IEP.

**Guidelines:** *It is the interpreters'/transliterators' responsibility to transmit the message as it was intended. Short clarifications of presented material may be done throughout the presentation, but if extensive explanation is required, this should be done at a later time by interpreters/transliterators or the classroom teacher.*

- Under the supervision of the classroom teacher, educational interpreters/transliterators may work with individual students with hearing impairments and assist them to better comprehend the presented material. Interpreters should direct students to an appropriate person for the advice they seek.



**Guidelines:** Interpreters are to interpret the message faithfully during the actual interpreted sessions but they may work individually with students to reinforce concepts taught **after** the interpreting sessions have been completed. The classroom teacher will direct the interpreters/translitterators' activities and provide all materials needed for individual work. Interpreters will not be required to devise materials or activities for students with hearing impairments without input from the classroom teacher.

- Educational interpreters/translitterators will function in a manner appropriate to the situation.

**Guidelines:** In the educational setting, it is vital that interpreters/translitterators conduct themselves in a professional manner and dress in a way that is reflective of the other professionals working in the school. Interpreters/translitterators will display professional conduct and wear clothing befitting the interpreting situation, in contrast to skin tones, and not distracting to the conveyance of the signed message. The interpreters/translitterators' personal conduct will demonstrate their willingness to be part of the educational team and they will display behavior that is cooperative and supportive in spirit.

- Educational interpreters/translitterators shall accept the same responsibilities and authority as other members of the educational staff. They will abide by and enforce federal, state, school district, and individual school laws and rules.

**Guidelines:** As school district employees, interpreters must assume responsibility for knowing and enforcing government and school laws. As working members of the educational team, interpreters/translitterators are not exempt from the codes and policies established by the educational agency. Participation as educational team members requires that interpreters/translitterators help enforce these rules and report to the appropriate authority infringements of laws, rules, and codes.

- Educational interpreters/translitterators will further their knowledge and skills by fulfilling the requirements set forth in Ohio's *Teacher Education and Licensure Standards*.

**Guidelines:** Interpreters/translitterators in the educational setting will maintain their associate licenses by participating in continuing professional development activities as approved by their local professional development committee (LPDC).

The RID, Inc. is the oldest national certifying organization of and for interpreters. RID, Inc. has developed and disseminated a *Code of Ethics* which RID, Inc. members use for guidance in making ethical decisions while in the practice of interpreting. The RID, Inc. *Code of Ethics* has become a national standard for gauging the ethical behavior of interpreters. The *Code of Ethics* is not intended to replace or supplant law, nor is it a substitute for work rules.

### **Registry of Interpreters for the Deaf, Inc. Code of Ethics (1979)**

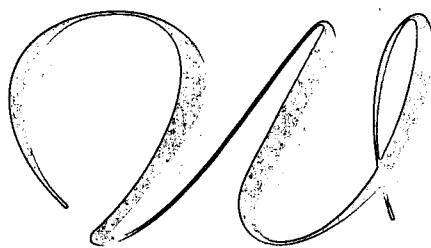
In 1979, the Registry of Interpreters for the Deaf (RID), Inc. set forth the following principles of ethical behavior to protect and guide interpreters and translitterators, and hearing and deaf consumers. Underlying these principles is the desire to ensure the right to communicate for all individuals.

This *Code of Ethics* applies to all members of the RID, Inc. and to all non-member certified interpreters.

- ▣ Interpreters/transliterators shall keep all assignment-related information strictly confidential.
- ▣ Interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.
- ▣ Interpreters/transliterators shall not counsel, advise, or interject personal opinions.
- ▣ Interpreters/transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.
- ▣ Interpreters/transliterators shall request compensation for services in a professional and judicious manner.
- ▣ Interpreters/transliterators shall function in a manner appropriate to the situation.
- ▣ Interpreters/transliterators shall strive to further knowledge and skills through participation in workshops and professional meetings, interaction with professional colleagues, and reading of current literature in the field.
- ▣ Interpreters/transliterators, by virtue of membership in or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the *Code of Ethics*.



# Roles and Responsibilities of the School



Written guidelines and inservice training are critical to ensuring that the roles and responsibilities of the educational interpreter are well understood by the teachers, administrators, and others who make up the educational team. These roles and responsibilities must be understood by the students who will be using the service, their parents, and, of course, the educational interpreter.

## Employment

### Job Title

It is critical that the interpreter function as a facilitator of communication, not as the child's tutor or teacher. Too often, interpreters have stated that they are given a textbook, provided a space in the corner of the classroom, and asked to "teach" the child the lesson. Interpreters should not function or be expected to function as the child's teacher.

The job title for educational interpreters must correspond as closely as possible to actual job responsibilities, such as "educational interpreter/transliterators." A clear distinction must be made between interpreter and classroom/instructional aide. The term "aide" must be avoided in the job title of the interpreter. The interpreter may occasionally perform a duty similar to that of an aide, but it must be remembered that his or her **primary responsibility is interpreting**. There is an inherent risk in using the term "aide" in that it may lead the administrator or teacher to assign aide-related tasks to the interpreter at the expense of the interpretation and communication needs of the student who is hearing impaired. This could perpetuate confusion about the primary function of the interpreter.

As a matter of administrative ease, an already existing job title, such as "teacher's aide," is often inappropriately given to educational interpreters. Those individuals may find themselves locked into a title, wage and benefits, and role expectations designed for persons with different kinds of responsibilities.

In October 1996, the State Board of Education passed a resolution to adopt new teacher education and licensure standards. The general assembly passed a concurrent resolution of approval of the standards in November 1996, establishing the effective date of January 1, 1998, for Chapter 3301-24 of the Ohio Administrative Code (OAC), Ohio's new *Teacher Education and Licensure Standards*. For the first time in Ohio's history, educational interpreters were included in the standards.

### Licensure Reference

The following information has been excerpted from Ohio's *Teacher Education and Licensure Standards* (Ohio Department of Education, 1999):

#### Licensure (OAC 3301-24-05)

- (G) The associate license, valid for five years, shall be issued to an individual who holds an associate degree; who is deemed to be of good moral character; and, who either:
  - (1) Has completed an approved program of preparation in the following areas:
    - (a) Pre-kindergarten associate
    - (b) Educational paraprofessional
    - (c) Interpreter for the hearing impaired



Interpreters working in the job on a full- or part-time basis on January 1, 1998 were eligible for the grandparenting provision. Appropriate forms for verifying employment status can be obtained by contacting the ODE's Office of Licensure. Appropriate coursework or approved continuing education taken on or after January 1, 1998 can be used to renew the five-year license in 2003.

Under the *Rule for Temporary Licenses (OAC 3301-23-44)*, a long-term substitute license for interpreters of students with hearing impairments may be issued to an individual who is deemed to have the necessary skills to serve in the capacity of educational interpreter. This determination shall be made by the employer, based on the provisions of Ohio rule.

#### **Rule for Temporary Licenses (OAC 3301-23-44)**

- (E) Substitute teaching license. A five-year substitute teaching license may be issued to qualified individuals upon request of a school district. Such licenses shall be designated as short-term substitute licenses or long-term substitute licenses.
  - (1) Short-term substitute license. A short-term substitute teaching license may be issued to the holder of a baccalaureate degree. An individual holding a short-term substitute license may teach in a given classroom for no more than five days; for periods longer than five days, an individual with a long-term substitute license must be employed.
  - (2) Long-term substitute license. A long-term substitute license, valid for the area listed on the license, may be issued as follows:
    - (D) A substitute license for interpreters of the hearing impaired may be issued to an individual who is deemed to have the necessary skills to serve in the capacity of educational interpreter.
  - (3) Renewal of a substitute teaching license. A five-year substitute teaching license may be renewed on the recommendation of the superintendent of the employing district.
- (F) All coursework required by this rule shall be completed at an institution approved to grant the baccalaureate degree by the Ohio Board of Regents or the equivalent if completed outside the state, except for coursework for the temporary interpreter for the hearing impaired license, which may be completed at an accredited two-year college. Professional education coursework shall be completed at an institution approved by the State Board of Education for teacher education, or the equivalent if completed outside the state.

Temporary licenses may be issued to interpreters enrolled in a program leading to licensure in interpreting for students who are hearing impaired. The superintendent may choose to employ persons who cannot enroll in an approved program due to space limitations. The temporary license may be renewed with completion of six semester hours of coursework from an approved program.

#### **Job Description**

The job description should be detailed, ensuring that all members of the educational team understand clearly the educational interpreter's duties. Each interpreter's job description should include the job title, roles and responsibilities, qualifications, skills required, and language expertise.



## Sample Job Description for the Educational Interpreter

This sample represents a “generic” job description that may be suitable for grades kindergarten through 12. It is a composite of job descriptions from the *National Technical Institute for the Deaf, 1995*. Be aware that job descriptions may need to be tailored for Ohio and/or a particular school district.

### General Description

Educational interpreters provide interpreting and other support services to students with hearing impairments participating in inclusive, mainstreamed, or self-contained settings within the school district. The educational interpreter's primary function is to facilitate communication among students who are hearing impaired, their hearing peers, the classroom teacher, and other personnel in the school system.

### Responsibilities

- ▣ Provide sign-to-voice and voice-to-sign interpreting (may include ASL, a form of Manually Coded English, and/or oral interpreting) for students with hearing impairments.
- ▣ Participate in educational team meetings, including the multifaceted evaluation process and the development and review of progress on the individualized education program, to provide goals and insight on the success of communication strategies.
- ▣ Provide interpreting for extracurricular activities and parent meetings when necessary, with compensation.
- ▣ Assist in providing orientations to deafness for hearing students and staff.

### Qualifications

- ▣ Bachelor degree preferred. A minimum of an associate degree required.
- ▣ Completion of an interpreter preparation program.
- ▣ Two or more years experience interpreting in an educational setting desired.



### Hiring

All aspects of hiring should follow the district's posting and advertising procedures. The district's procedures for the interview process should also be followed when hiring an interpreter. The district may choose to consider the following additional areas when screening applicants:

- ▣ Sign-to-voice skills — How well can an applicant watch a student who is signing and voice accurately the message? A suggestion is to use videotapes of several students who are hearing impaired to evaluate the applicant's ability to understand potential students.
- ▣ Voice-to-sign skills — How well can an applicant hear the message and convey it accurately by use of sign? A suggestion is to have available an audiotape of several teachers of different grade levels and evaluate the applicant's ability to sign what he or she heard.
- ▣ Cultural knowledge — Consideration should also be given to the child's cultural background when hiring an interpreter. The interpreter must have a knowledge base of the child's culture in order to be sensitive to the needs of the child.

- 
- Other — Does the applicant have experience in other communication modes such as cued speech and oral transliteration? Has the applicant had experience interpreting for individuals who are deaf-blind?

These additional areas evaluate the candidate as he or she demonstrates his or her skill in the specific mode(s) of communication utilized within the classroom.

Ideally, the interview committee should be comprised of district interpreters, teachers, supervisors, community interpreters, interpreter educators, and individuals who possess knowledge about deafness and the process of educational interpreting (see *Supervision and Evaluation*, page 29).

### ***Recruiting***

For assistance in recruitment, contacts might be made with interpreter preparation programs and interpreter service agencies in the region. Elementary, secondary, and post-secondary programs already serving students with hearing impairments in the locality may also be helpful in identifying possible recruitment sources. A national directory of educational programs and services, such as the *American Annals of the Deaf*, is useful for this purpose. This directory is updated annually.

### ***Job Application and Qualifications***

The candidate's job application should include information pertaining to

- Educational background
- Formal preparation as an interpreter
- Certification
- Experience
- Special skills (deaf-blind interpreting, cued speech, oral transliterating)
- Resume

### ***Experience***

Employing districts might consider the following primary areas of experience when interviewing job applicants:

- Interpreting for adults and/or children who are hearing impaired
- Working in some capacity with students with hearing impairments in an educational setting
- Working with children on a paid or volunteer basis

### ***Compensation and Benefits***

It is recommended that educational interpreters employed as members of the school staff are given a contract based on the district's policies and procedures. Permanent full- and part-time interpreters would be entitled to the same benefits program available to other employees in the district. Educational interpreters should be accepted members of the educational staff at the school.

### ***Employment Conditions***

#### ***Scheduling***

The educational interpreter's work schedule will vary depending upon the needs of the student who is hearing impaired as stated on his or her IEP. Additional factors to be considered include educational levels, full- or part-time positions, and travel time between assignments.

**Students who utilize interpreters must have full educational access during all classroom time; therefore, it is imperative that students who are hearing**

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**impaired not be deprived of interpreting services as a result of scheduling conflicts.** As an example, a district that hired one interpreter to work with two high school students discovered that the needs and transition plans were very different for each student, and each required access to different high school classes. An additional interpreter was hired to accommodate the students' needs for interpreting services.

The educational interpreter's schedule should be established by qualified persons familiar with educational interpreting and program goals for students with hearing impairments. The work schedule of the educational interpreter should include preparation time (see *Classroom Preparation*, page 10). Schedulers of educational interpreters must be aware of student needs and make necessary accommodations. It is suggested that substitute contingency plans be developed for use when staff interpreters are absent (see *Substitute Folders*, page 13).

### ***Duration of Interpreting Periods***

Continuous interpreting for periods of an hour or longer results in fatigue, which, in turn, reduces the quality and effectiveness of the interpreting process. Sustained interpreting introduces health risks for interpreters in the form of overuse syndromes (i.e., Carpal Tunnel Syndrome, or other repetitive motion injuries). Therefore, in a lecture or classroom situation, the teacher should be cognizant of this need and provide at least a 10-minute break each hour during which time students could complete desk work or other activities that do not require the services of an interpreter.

### ***Distribution of Work***

Secondary-level assignments should be distributed so interpreters have few back-to-back assignments involving interpreting uninterrupted lectures. At the elementary level, and particularly in self-contained classes, there is more seatwork and one-on-one interaction between teachers and students.

The use of interpreting teams can provide several advantages, which include

- Alleviating back-to-back assignments
- Decreasing interpreter fatigue
- Distributing all interpreter assignments equally

### ***Special Considerations for the Physical Environment***

Teachers, administrators, and other personnel need to be aware of adaptations that can be made to make the physical environment more conducive to learning for the student with a hearing impairment. Such factors will vary depending upon the setting (e.g., classroom, outside the classroom or school building). Interpreters can be the best resource in providing the information needed to make adjustments in the physical environment. Examples of adaptations, which should be made to meet individual student needs, follow:

- Preferential or roving seating
- Lighting
- Unobstructed visual or tactile access for the child
- Technology and multimedia accessibility for preparation
- Closed- and open-captioned films and videos
- Positioning for special activities, such as
  - Assemblies
  - Field trips
  - Sporting events
  - Driver's education

## **Considerations for Special Populations**

An educational interpreter for students who are deaf-blind is essential to facilitate communication. See the sidebar below for special considerations unique to students who are deaf-blind.

### **Sign Language with People Who Are Deaf-Blind: Suggestions for Tactile and Visual Modifications**

**By Suzanne Morgan, Helen Keller National Organization**

Communicating with individuals who are deaf-blind is a unique experience. The language, mode, style, speed, and aids and devices used to facilitate communication are different from person to person. If you are interpreting for an individual who is deaf-blind you will need to know what adaptations will be appropriate and what additional environmental concerns you should be aware of. This article provides helpful hints about techniques that will enhance your comfort and ease your concerns when working with deaf-blind people.

The information in this article will be useful to a variety of communication partners such as interpreters, support service providers, intervenors, teachers, companions, and anyone else who is facilitating communication with an individual who is deaf-blind. It assumes that you are already fluent in the consumer's preferred sign language system and knowledgeable of cultural and linguistic differences that may affect your interaction. Due to the various etiologies, modes of communication, and cultural and linguistic differences among individuals in this population, some of these suggestions may be applicable to one consumer but not to another. It is imperative to ask the consumer his or her preferences on how the message should be conveyed and what additional auditory and visual information should be detailed.

### **Expressive Communication**

#### *Appearance/Attire*

Wear clothes that provide contrast for your hands. Consider the following guidelines when selecting clothing:

- Dark colors (black, navy blue, brown, dark green, etc.) for persons with light skin
- Light colors (off-white, tan, peach, etc.) for persons with dark skin
- Solid colored clothing (avoid stripes, polka dots, etc.)
- High necklines (no scoop-necks or low v-necks)
- Professional, yet comfortable enough to allow for flexibility

Many people wear a smock over regular clothes and keep one in their office or car for accessibility.

Wear plain jewelry that is not visually or tactually distracting. Avoid rings, bracelets, and necklaces that may interrupt the flow of communication. Avoid sparkling or dangling earrings as they can reflect light and cause interference.

Fingernails should be short, neat, and filed smoothly. Rough edges can be irritating. A neutral color of polish may be worn, but avoid bright reds, dark colors, French manicures, or other frills.

- Due to close sharing of personal space, you need to ensure good personal hygiene.

- Avoid perfumes and scented hand lotions.
- Wash hands often, or use an antibacterial lotion when moving from consumer to consumer to reduce the risk of “germ sharing.”
- Use non-oily, unscented lotion on a regular basis to avoid dry or rough skin that may cause distractions when communicating for extended periods of time.

### *Distance and Seating*

The distance between you and the consumer will vary from situation to situation depending on the consumer’s mode of reception. The consumer may use visual reception while you are signing in a reduced area sitting at a specified distance away. This situation may occur if an individual has peripheral vision loss and relies on central vision (also known as “tunnel vision”). Tracking is another possible visual modification. Tracking allows the consumer to keep your hands in a restricted signing space by grasping either your forearms or wrists.

When communicating tactually, close seating is necessary. There are a variety of seating arrangements. For example, when communicating with a one-handed tactile receiver, you and the consumer may sit side-by-side or at the corner of a table so that the consumer can rest his or her elbow. However, if the consumer is a two-handed tactile receiver, a comfortable position is to sit facing each other with legs alternating. Women may want to avoid short or straight skirts as they are problematic for this configuration. Slacks or wider, full skirts allow more flexibility.

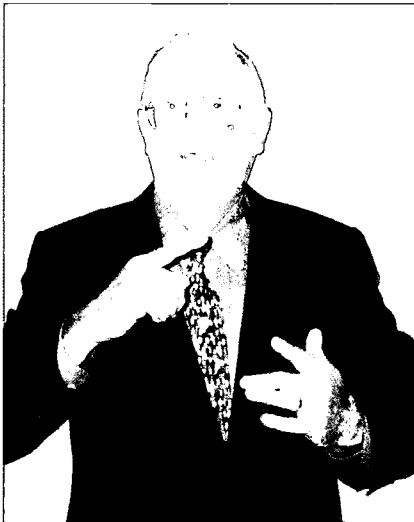
For both communicators, it is helpful if the levels of the chair seats compensate for the height differences of the signers. For comfort and in order to avoid fatigue, your bodies and signing spaces should be at similar levels.

Chairs with arm rests and back support are helpful. An additional chair may be placed next to each communicator. The back of the chair can then be used to provide support for either the signing or the receiving hand.

### *Signing Space*

Be sure that both you and the consumer are comfortable with the personal and signing space established. When communicating with individuals who rely on residual vision (e.g., tunnel vision), you need to be cognizant of the location of your hands in the signing space. They should be held slightly below your face in front of your clothing to allow for color contrast. When communicating tactually, it is helpful to move the general signing space down to the chest for postural ease.

During tactile signing, you must be comfortable using signs that come in contact with the body. The location of signs and consistency of placement are crucial for clear communication. Adaptations such as ducking your head to accommodate for the sign for “father” or “mother,” for example, will cause confusion because the receiver determines gender by the height of the signer. In some cases, however, to be less obtrusive, simple modifications may be made to certain signs by either lowering or raising the hand slightly from its original contact position. For example, “home” which touches the face or “body/mine” which touches the chest.





### *Hand Positioning*

The use of one-hand versus two-hand tactile reception of communication varies depending upon the preference of the consumer. Allow the consumer to place his or her hand(s) where he or she is comfortable and to follow your hands freely. Do not “squeeze” or pull the consumer’s hand(s) toward you.

### *Conveying the Message*

Whether communicating tactually or visually with someone with reduced vision, you must identify who is talking and where the speaker is located. If it is known, use the sign name of the individual and point in the direction where they are seated. If a sign name is unknown, and it is an inappropriate time to request one from the speaker, one can be created between the interpreter and consumer to save time and establish consistency.

Before the activity, if at all possible, discuss the consumer’s preferred mode, style, and speed of communication. In order to convey the tone and manner in an accurate way, attempt to follow the speed and fluidity of the speaker while meeting the speed of reception and processing time of the consumer. To ensure clarity, however, fingerspelling and number production should be produced at a slower pace for both visual or tactile receivers.

One of the essential components to communicating visually is facial expression. If a consumer has tunnel vision, low vision, or complete blindness, many or all of these expressions can be lost. It is imperative that you become adept at adding facial expressions using hand and body language. Signs can be added to describe the apparent emotion of the speaker. For example, if a person is laughing, the signs for “smiling,” “laughing” or “hysterically laughing” can all be added to aid in conveying the speaker’s expression. If the speaker is angry, you may add the signs for “raised eyebrows,” “frowning,” or “mouth turned down.”

When relaying facial expression, it is not necessary to constantly repeat the same expression but do convey any change in facial expression. If a person is upset, frowning, has tears in his eyes, and then begins to cry, pulls out a handkerchief and blows his nose, all that information should be relayed. However, if a person is frowning and maintains this expression throughout the conversation, it does not need to be repeated more often than at the beginning and end of the speaker’s monologue.

Use body language to convey the message (spoken language or body language) of the speaker whenever possible. For example, if the speaker shakes his or her head dramatically, bends over in laughter, and grimaces in disagreement, the interpreter should relay this information by replacing head movement with hand movement and arm movement to replace upper torso movement.

### *Tactile Adaptations*

When using signs that require and provide information from two hands (“highway,” “garage,” “meeting people,” “total communication”), both of your hands should come in contact with the consumer’s hand. This can be done either through a one-handed or two-handed tactile position. A skilled one-handed tactile receiver may not need additional contact for clarity. Use your judgment about when to move to a two-handed tactile approach in order to convey the message most accurately.

Some confusion or awkwardness in positioning can occur with various signs. For clarity, additional information may need to be added or a slight variation





of the sign may need to be employed. Because a consumer may not visually be able to discriminate between “understand” and “don’t understand” it is imperative to elaborate the interpretation to include the sign for “yes,” “no,” or “not” or provide head movement in the hand. Many signs are similar and can be easily misinterpreted by the consumer. Simple additions can provide clarity. Consider the following examples:

- The word “gun” may be confused with the number “21.” To avoid confusion, fingerspell “g-u-n” and add the sign “number” before “21.”
- Due to body positioning the traditional sign for “dog” can be awkward. It is helpful to fingerspell “d-o-g” or use a version of a finger snap.
- To ensure clarity when fingerspelling, add the context before fingerspelling a word. For example, “city, c-h-i-c-a-g-o,” “name, k-a-r-e-n,” “time, 10:30.”

The print-on-palm method, instead of the tactile use of numbers, is sometimes preferred when conveying numbers and/or money. Use your index finger in the palm of the consumer’s hand. The letters should be in capitals (except for “I”), block format. Stay in the palm area. Do not print down the hand toward the fingers.

Be very clear about where a question is directed. Depending on the context of the question, a different sign may be employed. If the speaker is directing a question to the entire audience, you could use the sign for “question/question mark” in a circular manner. If the question is directed to an individual, you should sign in the direction of the individual, adding the sign name or description of the person in question.

At times, it can be difficult to discriminate between a question and a statement. You may wish to add a question mark or question indicator after the statement to help avoid possible misunderstandings.

### *Describing the Full Environment*

When entering a new environment, be sure to explain the surroundings. If you have entered a restaurant and there is a long waiting line and the customers look unhappy, relay this information. Describe the color of the walls and things in the room, decorative style, lighting, seating, table arrangement, and so on. Inform the consumer where things are located in relation to his or her body. For example, indicate a chair to the immediate left, handouts on the right of the table, a pitcher of water directly in front. Use of the “clock” or “compass” concept to describe items in the environment may be helpful. You can say that the glass of water is at 12:00 or the brailled handouts are on the east end of the table.

Describe items of importance or items that draw attention such as a woman wearing a violet suit, a video camera in the corner recording the meeting, people who appear to look uncomfortable, and so on. Additional visual information should be shared such as the news that a person in the meeting has fallen asleep, a couple is fighting across the street, or a person sitting across the table keeps sneezing. To the best of your ability, try to relay what is happening in the environment without allowing your personal opinion to influence the information that is being communicated. Describe how many people are in the environment and ask the consumer if he or she would like to know, by name, who is there.

When you are describing an event, it may be helpful to move from a one-handed tactile approach to a two-handed tactile approach to allow for a fuller

description. For example, if you are describing Michael Jordan getting ready to shoot a basket, it helps to add his facial expression, or that he is sweating, or his legs are in the air, and so on.

## **Receptive Communication Issues**

### *Environmental Concerns*

Numerous environmental factors can hinder the flow of communication. These include the following:

- ▣ Inadequate lighting that causes dimness or shadows. Additional floor lamps may be helpful. When establishing seating arrangements, consider where shadows will fall.
- ▣ Distracting overhead lighting such as light from overhead projectors and fluorescent lights.
- ▣ Glare from outside. Close the blinds or turn your seats in a different direction so that the consumer's back faces the lighting source.
- ▣ Confusing background. It is helpful to have a solid, black or dark background behind you. This backdrop enhances visual reception for the consumer and can also provide assistance to a Team Interpreter who is feeding information and/or interpreting sign-to-voice. (A Team Interpreter is someone who works as a support partner to the interpreter who is currently communicating with the consumer. The Team Interpreter provides either visual and/or auditory information that may have been missed.)

### *Consumer Feedback*

If you are working with the same consumer over a long period of time, establish a system that works for both of you. Certain tactile feedback provided by the consumer can aid the flow of communication. Examples include the following:

- ▣ **"Keep going."** The consumer taps one or more fingers on top of your hand.
- ▣ **"No."** The consumer's two fingers ("no" sign) will tap on top of your hand.
- ▣ **"Ha ha."** The consumer may put two fingers similar to the sign for "no" on top of your hand or may sign "ha ha" under your hand.
- ▣ **"What? Repeat."** The consumer gently squeezes and pulls your hand toward himself or herself.
- ▣ **Facial expressions.** These vary from consumer to consumer; however, you can clarify which expressions portray specific feelings. A frown may mean "confusion," raised eyebrows may mean "thinking/processing," head nodding may mean "I'm following/understanding," and so on.

### *Team Interpreting/Duration of Interpreting*

Due to the additional weight and unusual positioning used while interpreting tactually or communicating with visual modifications, you will want to work in partnership with someone else. To avoid fatigue or undue stress, you should switch often with your partner, approximately every 15 to 20 minutes. Try to coordinate this exchange with a natural pause to avoid interrupting the flow of communication.

Cumulative motion injuries can occur whenever there is repetition and extensive use of the hands. In addition, for consumers who receive information through tracking method or tactile sign language, taking breaks to rest and stretch the arm of the receiving hand may be necessary. Some consumers prefer to receive information in their non-dominant hand to provide relief to their dominant hand. If you can perform sign communication with your non-dominant hand at the same level as with your dominant hand, offering to switch hands may be greatly appreciated by the consumer.

#### *Additional Information*

Do not consistently interrupt the dialogue to check for clarity. Instead, it is helpful to set up a system with the consumer beforehand. For example, at the start you may say, "If I am not clear, please stop me." It is then the consumer's responsibility to ask for clarification. Continually asking, "Do you understand me?" or "Am I clear?" can be disrupting and insulting.

Due to the ambulatory issues of individuals who are deaf-blind, you may be asked to "sight guide" a consumer. It is helpful to become familiar with basic sighted guide techniques.

Discuss with the consumer what symbol or sign to use in an emergency. Some consumers and interpreters are familiar with the process of printing a large "X" across the back of the consumer. An "X" is a clear indicator that an emergency situation has occurred, sudden movement is necessary, and explanations will follow. However, even though this symbol is somewhat universal, not all consumers are familiar with this method.

Remember to rely on other communication partners in the environment for additional visual activity or information that may have been missed. Teamwork is essential!

Be honest about how the environment is affecting you. A consumer can tell if you are in a hurry, frustrated, mad, lazy, tired, scared, nervous, sloppy, don't care, and so on. If you think it will affect your work, discuss your mood with the consumer. Remember to take breaks and stretch.

Finally, when in doubt ... ASK!

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## **Supervision and Evaluation**

### ***Supervision***

School districts are responsible for assuring that educational interpreters have appropriate supervision. Such supervision could be provided by a member of the educational administration staff. Schools or school systems that employ numerous educational interpreters should consider employing an interpreter coordinator or evaluator with the requisite credentials and skills needed to serve in an administrative or other supervisory role. Several school districts in a regional area could pool resources to hire such a person to work with the school districts' interpreters.

Supervisors must have sufficient knowledge of educational interpreting services to assist with areas such as role differentiation, ethical issues, scheduling, conflict resolution, professional development, and mentoring.

### ***Skill Evaluation***

As a part of the overall job evaluation, it is necessary that supervisors make provision for performance-based assessments conducted by qualified interpreter evaluators. These assessments should be reflected in the supervisor's overall evaluation of interpreters. To accurately assess interpreting skills, it is recommended that the district

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utilize the services of an interpreter educator or a credentialed interpreter with evaluation skills and experiences.

Evaluator credentials may include an associate degree in interpreting, an Ohio Department of Education associate license in interpreting, a minimum of five years experience interpreting in elementary and secondary settings, certification through RID, Inc. or NAD (level 3, 4, or 5), and/or Rehabilitation Services Commission (RSC) mentor training.

Educational interpreters must receive periodic evaluations as dictated by the employing district's policies and procedures. The evaluation components should be shared with interpreters at the time they are hired. Such components should include

- Interpreting competencies in language and processing
- Overall job performance

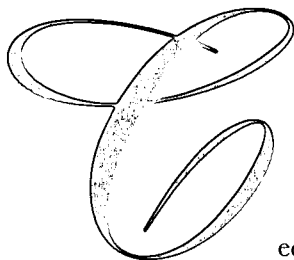
School districts may need to contact various outside agencies (see *Appendix B*) for assistance in locating qualified evaluators.

***Use of the Evaluation*** Comprehensive evaluation of interpreting competencies and the interpreter's overall job performance provide information that should be used to (a) identify individual areas of strength and weakness, (b) chart progress and improvements, and (c) target areas for staff development. Evaluation results and recommendations must be shared with the educational interpreter.

***Grievance Procedures*** In the event that misunderstandings involving educational interpreting arise, attempts should be made to resolve them informally using standard chain-of-command practices. Educational interpreters have the same rights as other school employees to pursue grievance procedures as a means of resolving difficulties and concerns that cannot be resolved in other ways.



# Professional Development



Continued professional development is a necessary part of growth for educational interpreters, teachers, administrators, and other employees. Educational interpreters are required to maintain their associate licensure by presenting documentation of their coursework and other professional development activities to their school's local professional development committee (LPDC). The renewal of the five-year license can be obtained by completing six semester hours of coursework or 180 contact hours related to the area of licensure, as approved by the LPDC of the employing district.

## Renewal of Associate License

As interpreters evaluate their needs and goals for professional development, their options should not be limited just to classes that stress the movement of their hands or the actual process of facilitating communication. There are several other areas that should be considered for individual growth as an educational interpreter in a school setting.

*Knowledge and Skills Needed by Educational Interpreters* (see page 5) may be used as a guide to assist interpreters in identifying needed areas of professional development. Each interpreter will need to submit his or her individual professional development plan (IPDP) to the LPDC for review. The LPDC will review the interpreter's IPDP to ensure that identified goals and strategies are relevant to the needs of the school district, the school, the students, and the interpreter. Documentation of attendance at activities, classes, or other training opportunities relevant to the goals and strategies outlined on the interpreter's IPDP must be maintained.

In developing the IPDP, importance is placed on showing the relationship between these professional endeavors and the interpreter's assignment and job responsibilities in the school setting. For example, taking computer classes could help to improve the interpreter's understanding of specialized vocabulary for use in accurate interpreting, while also helping him or her to better use e-mail to communicate with other personnel in the program and school.

### Licensure Reference

The following information has been excerpted from Ohio's *Teacher Education and Licensure Standards* (Ohio Department of Education, 1999):

#### Professional or Associate License Renewal (OAC 3301-24-08)

- (A) The professional or associate license is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the following requirements have been completed since the issuance of the license to be renewed:
  - (1) Six semester hours of coursework related to classroom teaching and/or the area of licensure; or
  - (2) Eighteen continuing education units (one hundred and eighty contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district.
    - (a) Each public school district and chartered nonpublic school shall appoint a local professional development committee to oversee and review professional development plans for coursework, continuing



education units, or other equivalent activities. The local professional development committee shall be comprised of teachers, administrators and other educational personnel, and a majority of the members of the local professional development committee shall be practicing classroom teachers. School districts shall have the option of collaborating with other districts or educational service centers in establishing and completing the work of the local professional development committee. Chartered nonpublic schools shall also have the option of collaborating with other schools in establishing and completing the work of the local professional development committee.

- (b) Whenever an administrator's coursework plan is being discussed or voted upon, the local professional development committee shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.
- (c) Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to approval of the local professional development committee. The plan shall be based on the needs of the educator, the students, the school, and the school district.
- (d) Each school district shall establish a local appeal process for educators who wish to appeal the decision of the local professional development committee.
- (e) Coursework or continuing education units or other equivalent activities may be combined.

### **Options**

Professional development can be provided in a variety of ways through one or a combination of the following:

- ▣ Interpreter training programs
- ▣ Inservice training
- ▣ Workshops and conferences
- ▣ Independent study and action research
- ▣ College courses
- ▣ Content area updates
- ▣ Collaboration and team building
- ▣ Activities that improve technology skills
- ▣ School or program committees related to issues in the area of hearing impairments

### **Activities**

Additional professional development activities may include

- ▣ Training for interpreter certification (RID, Inc./NAD)
- ▣ Development of skills to assume non-interpreting responsibilities (e.g., tutoring, sign language instruction, supervision of interpreters)
- ▣ Training for interpreting at various educational and development levels and with special populations (e.g., students with hearing and visual impairments)

- Training for interpreting in various language modes (e.g., oral interpreting, voicing, ASL, forms of Manually Coded English, cued speech, and deaf-blind interpreting)
- Activities that result in a greater understanding of the academic and social development of students who are hearing impaired
- Development of skills for communicating and collaborating with parents and/or general and special educators
- Improvement of skills in academic areas to broaden knowledge in subject areas being interpreted
- Broadening knowledge of deaf culture
- Understanding the roles of an educational interpreter as a member of the school and IEP team
- Development of basic knowledge in the education of students with hearing impairments and foundations of education
- Involvement in professional interpreter organizations and conferences

## Resources

A variety of useful resource materials focusing on retention and refinement of interpreting skills is available for training purposes. These are available and can be obtained through the area special education regional resource center (SERRC), the Ohio School for the Deaf (OSD), the Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID), the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH), the Ohio Resource Center for Deafness (ORCD), and the Great Lakes Area Regional Center for Deaf-Blind Education (GLARCD BE). See *Appendix B* for additional information on resources in the area of educational interpreting.

## Rank or Level

Based on local personnel policies, there may be opportunities for promotion into roles such as lead interpreter, interpreter mentor, interpreter coordinator, and interpreter supervisor. Advancement opportunities foster job satisfaction and motivation for continuing professional development and longevity of employment.

Opportunities should be present for professional advancement of educational interpreters through salary and wage increments that are based on local personnel policies. Compensation or other rewards can also be offered based on academic degree, national interpreter certification, membership in interpreter organizations, and seniority.





# Appendices

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## Appendix A – Responsibilities of the Educational Interpreter

- The interpreter should take time at the beginning of the school year to discuss the role of the interpreter in the classroom.
  - Before the first day of school, the interpreter should obtain textbooks (teacher's editions if available), course outlines, and other related materials.
  - The interpreter should obtain lesson plans needed to familiarize himself or herself with the vocabulary so that appropriate sign choices can be made.
  - The interpreter shall interpret all lectures, discussions, demonstrations, and announcements as accurately as possible.
  - The interpreter shall interpret the student's comments, responses, and presentations as accurately as possible.
  - The interpreter should ask for clarification when information is not clear.
  - The interpreter should sit or stand where the student can easily see him or her, the teacher, and the chalkboard, and be aware of distracting backgrounds.
  - The interpreter should sit or stand where light or sunlight does not shine in his or her eyes or the student's eyes.
  - The interpreter should, when necessary, remind the teacher and student to communicate directly with each other.
  - If the interpreter suspects the student is having difficulty understanding the course content, he or she should inform the teacher.
  - The interpreter should work with the instructor and deaf education staff to determine if problems are course related or interpreting service related.
  - Under no circumstances should the responsibility of the teacher for management of the class be abdicated to the interpreter. In addition, the interpreter should not be asked to assume duties for which he or she does not have the necessary training or background knowledge. The interpreter's duties should be consistent with the job description, school guidelines, and/or the contract with an interpreting agency.
  - The interpreter should be able to communicate about the benefits or effectiveness of the interpreting service provided and refer any parent with concerns or questions to the teacher for progress and overall student performance. Matters concerning placement, other support services, and related issues should be referred to the person who heads the student's support team.
  - The interpreter shall function in a manner appropriate to a situation and should strive to maintain professional standards.
  - The interpreter shall not allow inappropriate dependence to be developed within the student/interpreter relationship.
  - In the case of inappropriate or "questionable" language, it is not the role of the interpreter to act as an editor or censor. The message should be interpreted or voiced in the manner and content in which it is presented.
  - The interpreter should clarify the role of the interpreter to help all parties concerned understand how best to use an interpreter. This may be necessary throughout the year.
  - The interpreter shall maintain confidentiality as required by the code of ethics.
- (Adapted from *Kansas State Board of Education*, 1995)

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## Appendix B – Resources on Educational Interpreting

### Ohio Interpreter Training Programs

#### **Cincinnati State Community College\***

Humanities and Sciences Division, Interpreting Program  
3520 Central Parkway  
Cincinnati, OH 45223-2690  
(513) 569-5753

#### **Columbus State Community College\***

Interpreting Transliterating Technology  
550 East Spring Street, PO Box 1609  
Columbus, OH 43216-1609  
(614) 227-5164 TTY: (614) 469-0333

#### **Kent State University\***

Deaf Education Program  
405 White Hall  
Kent, OH 44242-0001  
(330) 672-2294 TTY: (330) 672-2396

#### **Ohio University - Chillicothe**

571 West 5th  
Chillicothe, OH 45601  
(740) 774-7200

#### **Sinclair Community College\***

Interpreting Program  
444 West Third Street  
Dayton, OH 45402  
(937) 512-2722

#### **University of Akron\***

Public Service Division, ASL Interpreting and Transliterating  
Polsky 161  
Akron, OH 44325  
(330) 972-7795

**\*ODE-approved ITP**

### State Organizations

Ohio Department of Education, Office for Exceptional Children  
Ohio School for the Deaf  
Contacts (Professionals Working with Deaf and Hard of Hearing Students)  
Ohio Association of the Deaf (OAD), Inc.  
Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID)  
Ohio Deaf-Blind Outreach Program  
Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH)

### National Organizations

#### **National Association of the Deaf**

814 Thayer Avenue  
Silver Spring, MD 20910-4500  
(301) 587-1788 TTY: (301) 587-1789  
FAX: (301) 587-1791  
Web site: [www.nad.org](http://www.nad.org)

#### **National Cued Speech Association**

304 East Jones Street, PO Box 31345  
Raleigh, NC 27622  
V/TTY: (919) 828-1218 FAX: (919) 828-1862  
Web site: <http://web7.mit.edu/CuedSpeech/ncsainfo.html>

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**Registry of Interpreters for the Deaf, Inc.**

8630 Fenton Street, Suite 324  
Silver Spring, MD 20910-3803  
V/TTY: (301) 608-0050 FAX: (301) 608-0508  
Web site: [www.rid.org](http://www.rid.org)

**The SEE Center for Advancement of Deaf Children**

PO Box 1181  
Los Alamitos, CA 90720  
V/TTY: (310) 430-1467 FAX: (310) 795-6614  
Web site: <http://www.seecenter.org>

**Special Education Regional  
Resource Centers (SERRCs)**

**Central Ohio**

470 Glenmont Avenue  
Columbus, OH 43214  
V/TDD: (614) 262-4545 FAX: (614) 262-1070  
*Delaware-Fairfield-Franklin-Licking-Madison-Pickaway-Union*

**Cuyahoga**

5983 West 54th Street  
Parma, OH 44129  
(440) 885-2685 TTY: (440) 885-2718  
FAX: (440) 885-1583  
*Cuyahoga*

**East Central Ohio**

248 Front Avenue, SW  
New Philadelphia, OH 44663  
(330) 343-3355 Toll free: (800) 362-6687  
FAX: (330) 343-3357  
*Belmont-Carroll-Coshocton-Guernsey-Harrison-Holmes-Jefferson-Muskingum-Noble-Tuscarawas*

**East Shore**

7900 Euclid-Chardon Road  
Kirtland, OH 44094  
(440) 256-8483 FAX: (440) 256-0404  
*Geauga-Lake*

**Hopewell**

5350 West New Market Road  
Hillsboro, OH 45133  
(937) 393-1904 FAX: (937) 393-0496  
*Adams-Brown-Clinton-Fayette-Highland*

**Lincoln Way**

1450 West Main Street, P.O. Box 3969  
Louisville, OH 44641  
(330) 875-2423 Toll free: (800) 362-6514  
FAX: (330) 875-7621  
*Columbiana-Stark-Wayne*

**Miami Valley**

1831 Harshman Road  
Dayton, OH 45424  
(937) 236-9965 FAX: (937) 233-0161  
*Clark-Darke-Greene-Miami-Montgomery-Preble*



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**Mid-Eastern Ohio**

420 Washington Avenue, Suite 100  
Cuyahoga Falls, OH 44221  
(330) 929-6634 Toll free: (800) 228-5715  
FAX: (330) 920-3645  
*Medina-Portage-Summit*

**North Central Ohio**

1495 West Longview, Suite 200  
Mansfield, OH 44906  
(419) 747-4808 Toll free: (800) 424-7372  
FAX: (419) 747-3806  
*Ashland-Crawford-Knox-Marion-Morrow-Richland-Wyandot*

**North East Ohio**

409 Harmon Avenue, NW  
Warren, OH 44483  
(330) 394-0310 FAX: (330) 394-0667  
*Ashtabula -Mahoning-Trumbull*

**Northern Ohio**

1230 Beechview Drive, Suite 100  
Vermilion, OH 44089  
(440) 967-8355 FAX: (440) 967-8349  
*Erie-Huron-Lorain*

**Northwest Ohio**

10142 Dowling Road  
Bowling Green, OH 43402  
(419) 833-6771 Toll free: (800) 346-8495  
FAX: (419) 833-6761  
*Defiance-Fulton-Hancock-Henry-Lucas-Ottawa-Paulding-Putnam-Sandusky-Seneca-Van Wert-Williams-Wood*

**Pilasco-Ross**

411 Court Street  
Portsmouth, OH 45662  
(740) 354-4526 Toll free: (800) 282-4597  
FAX: (740) 353-2980  
*Lawrence-Pike-Ross-Scioto*

**Southeastern Ohio**

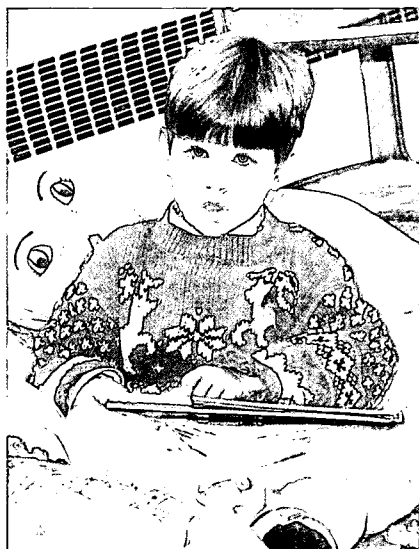
507 Richland Avenue  
Athens, OH 45701  
(740) 594-4235 Toll free: (800) 882-6186  
FAX: (740) 592-5690  
*Athens-Gallia-Hocking-Jackson-Meigs-Monroe-Morgan-Perry-Vinton-Washington*

**Southwestern Ohio**

1301 Bonnell, 3rd Floor  
Cincinnati, OH 45215  
(513) 563-0045 FAX: (513) 563-0588  
*Butler-Clermont-Hamilton-Warren*

**West Central Ohio**

1045 Dearbaugh Avenue, Suite 1  
Wapakoneta, OH 45895  
(419) 738-9224 Toll free: (800) 686-2945  
FAX: (419) 738-9199  
*Allen-Auglaize-Champaign-Hardin-Logan-Mercer-Shelby*



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## **ORCLISH**

470 Glenmont Avenue  
Columbus, OH 43214  
(614) 262-6131 Toll free: (800) 672-5474  
FAX: (614) 282-1070  
Web site: <http://www.orclish.org>

### **Catalogs Alexander Graham Bell Association for the Deaf**

3417 Volta Place, NW  
Washington, DC 20007-2778  
(202) 337-8314 TTY: (202) 337-5221  
FAX: (202) 337-8314

### **Assistive Communication Center**

Technology for Deaf and Hard of Hearing  
7346 South Alton Way, Suite E  
Englewood, CA 80112  
Toll free: (800) 859-8331 FAX: (303) 290-0405

### **Butte Publications, Inc.**

PO Box 1328  
Hillsboro, OR 97123-1328  
Toll free: (800) 330-9791 V/TTY: (503) 648-9791  
FAX: (503) 693-9526

### **Campus Connections**

Rochester Institute of Technology, Building 15  
48 Lomb Memorial Drive  
Rochester, NY 14623-5604  
(716) 475-7071 FAX: (716) 475-6499  
Web site: <http://www.rit.edu/~290www>

### **Central Institute for the Deaf**

818 South Euclid Avenue  
St. Louis, MO 63110  
(314) 977-0000

### **Dawn Sign Press**

6130 Nancy Ridge Drive  
San Diego, CA 92121-3223  
Toll free: (800) 549-5350 V/TTY: (858) 625-0600  
FAX: (858) 625-2336  
Web site: <http://www.dawnsign.com>

### **Gallaudet University Press**

800 Florida Avenue, NE  
Washington, DC 20002  
V/TTY: (202) 651-5488 FAX: (202) 651-5489  
Web site: <http://gupress.gallaudet.edu>

### **Harris Communications, Inc.**

15159 Technology Drive  
Eden Prairie, MN 55344  
Toll free: (800) 825-9187 TTY: (800) 825-6758  
FAX: (952) 906-1099  
Web site: <http://www.harriscomm.com>

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**Hear-More, Inc.**

42 Executive Boulevard  
Farmingdale, NY 11735  
Toll free: (800) 881-4327 FAX: (631) 752-0689  
E-mail: sales@hearmore.com  
Web site: <http://www.hearmore.com>

**Look Hear**

ADCO Hearing Products, Inc.  
5661 South Curtice Street  
Littleton, CO 80120  
Toll free: (800) 726-0851 V/TTY: (303) 794-3928  
FAX: (303) 794-3704  
Web site: <http://www.adcohearing.com>

**Modern Signs Press, Inc. (SEE Center)**

PO Box 1181  
Los Alamitos, CA 90720  
Toll free: (800) 572-7332 FAX: (562) 795-6614  
Web site: <http://www.seecenter.org>

**NAD Publications**

814 Thayer Avenue  
Silver Spring, MD 20910-4500  
(301) 587-6282

**National Information Center on Deafness**

Gallaudet University  
800 Florida Avenue  
Washington, DC 2002-3695  
(202) 651-5051

**Potomac Technology, Inc.**

One Church Street, Suite 101  
Rockville, MD 20850-4158  
Toll free: (800) 433-2838 TTY: (301) 762-0851  
FAX: (301) 762-1892  
Web site: <http://www.potomactech.com>

**RID Publications**

8630 Fenton Street, Suite 324  
Silver Spring, MD 20910  
V/TTY: (301) 608-0050 FAX: (301) 608-0508

**See-Sign Productions**

The Seville at Pelican Marsh  
1835 Seville Boulevard #172  
Naples, FL 34109  
(941) 598-3067 FAX: (941) 434-9479

**Sign Enhancers, Inc.**

10568 SE Washington Street  
Portland, OR 97216  
Toll free: (800) 767-4461 V/TTY: (503) 257-4777  
FAX: (503) 236-3262  
Web site: <http://www.signenhancers.com>

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**Sign Media, Inc.**

4020 Blackburn Lane  
Burtonsville, MD 20866  
Toll free: (800) 475-4756 FAX: (301) 421-0270  
Web site: <http://www.signmedia.com>

**soundbytes.com**

11 East 44th Street  
New York, NY 10017  
Toll free: (800) 667-1777  
Web site: <http://www.soundbytes.com>

**TJ Publishers**

817 Silver Springs Avenue, Suite 206  
Silver Spring, MD 20910-4617  
Toll free: (800) 999-1168 FAX: (301) 585-5930

**Web Sites**

**Gallaudet University**

<http://www.2.gallaudet.edu>

**Schools and Universities**

*Information on admissions, courses offered, conferences, research, faculty, staff and students, news, and sports.*

**Kent State University**

<http://www.Kent.edu>

**National Technical Institute for the Deaf**

<http://www.rit.edu/NTID>

*Information on admissions, courses and options, staff, publications, research, and electronic publications.*

**Organizations**

**American Society for Deaf Children**

<http://deafchildren.org>

*ASDC is an organization of parents and families that advocates for children who are deaf and hard of hearing.*

**National Association of the Deaf**

<http://nad.policy.net>

*NAD is an organization of the deaf that advocates and protects accessibility and civil rights of 28 million Americans who are deaf and hard of hearing. Their support reaches out to include a wide variety of areas such as education, employment, and communication.*

**National Information Center on Deafness (NICD) at Gallaudet University**

<http://www.arcato.com/arcato/co508/arc08530.cfm>

*This is a centralized source of up-to-date, accurate, objective information on deafness and hearing loss. This web site includes a publications catalog, on-line documents, a list of statewide services, and lists of organizations of and for the deaf and hard of hearing.*

**National Multicultural Interpreter Project**

<http://www.epcc.edu/Community/NMIP/Welcome.html>

**Magazines and News**

**American Annals of the Deaf**

<http://www.gallaudet.edu/~pcnmpaad/index.html>

*A professional journal dedicated to quality in education and related services for children and adults with hearing impairments.*

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### **Deaf Life**

<http://deaflife.com>

*This is the web page for the Deaf Life magazine. Readers can obtain subscription and advertising information, an on-line catalog of Deaf Life Press books, and ordering information. Visit the Deaf View web page to share your opinion on Deaf Life's current question/topic of the month.*

### **HiPMag Online**

<http://www.hipmag.org>

*This is the web page for the HiP Magazine for children who are deaf and hard of hearing between the ages of 8 and 14 years. This web site includes a Story Time page for articles written by children who are deaf. Other points of interest are The Question Kid, Art Gallery, News Articles, and the Parents and Teachers page with links to other various web sites of interest. You may also obtain subscription information for the printed issues of this magazine. (This is a great site for your student to start learning about the Internet.)*

### **Captioning Closed Captioning Web**

<http://www.captions.org>

*This web site is loaded with information on closed captioning. Get information about closed captioning services, software, hardware, and laws and legislation. This is a good site to visit to stay on top of what's happening in the closed captioning arena.*

### **Captioned Media Program**

<http://www.cfv.org/>

*An organization administered by NAD and funded by the U.S. Department of Education to provide free-loan films and videos. These films and videos are open-captioned on a variety of educational topics. You may submit an application from this web site and receive a printed catalog in the mail. **Editor's note:** For those who are not on-line, the OSD library aide handles the captioned films program and can give you additional information and a catalog.*

## **Resources and Information Sites**

### **Deaf World Web**

<http://dww.deafworldweb.org/>

*A multi-purpose web site providing deaf-related information from around the world including deaf world news, a sign language dictionary, encyclopedia, discussion, and Deaf Art Bytes (drawings, cartoons, computer graphics by artists who are deaf).*

### **Deaf Business Center**

<http://www.deafbiz.com>

*This web site includes pages listing deaf-owned businesses and services, deaf network marketing companies, and many deaf resources.*

### **Deaf Resource Library**

<http://www.deaflibrary.org>

### **The Interpreters' Network**

<http://www.terpsnet.com>

### **Legislation**

<http://www.state.oh.us>

*This web site lists Ohio Revised Code, Ohio Administrative Code, and can access the ADA and IDEA by a search.*

### **The Post-Secondary Education Programs Network**

<http://www.pepnet.org>

**Deaf-Blind Deaf-Blind Link (American Association of the Deaf Blind)**

<http://www.tr.wosc.osshe.edu/dblink/aadb.htm>

*Deaf-Blind Link is the national clearinghouse for information related to deaf-blindness. This organization provides free information and referral services.*

**Great Lakes Area Regional Center for Deaf-Blind Education**

<http://www.sscsco.org/deafblind/dblinks.html>

*GLARCDDBE is a federally funded program providing technical assistance, training, and information dissemination. GLARCDDBE serves children (birth to 21 years), families, and service providers.*

**Helen Keller Services for the Blind**

<http://www.helenkeller.org>





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## Appendix C – Glossary of Commonly Used Terms

### **American Sign Language (ASL)**

A visual-gestural language used by people who are deaf in the United States and parts of Canada. ASL has its own culture, grammar, and vocabulary; is produced by using the hands, face, and body; and is not derived from any spoken language.

### **Certification**

National certification for sign language interpreters offered through the Registry of Interpreters for the Deaf (RID), Inc. or the National Association of the Deaf (NAD). The certifications offered by the two organizations are separate; a task force is working collaboratively on a joint evaluation. *RID certifications* relevant for interpreters in the K-12 setting include Comprehensive Skills Certificate (CSC)-offered prior to 1989; Interpreting Certificate (IC)-offered prior to 1989; Transliterating Certificate (TC)-offered prior to 1989; Certificate of Interpretation (CI)-currently offered; and Certificate of Transliteration (CT)-currently offered. Relevant *oral certifications* include Oral Interpreter Certificate (OIC)-offered prior to 1987; and Oral Transliteration Certificate (OTC)-currently offered. *Special sign language certifications* for interpreters who are hearing impaired or hard of hearing include Reverse Skills Certificate (RSC)-offered prior to 1989; and Certified Deaf Interpreter (CDI or CDI-P)-currently offered. *NAD certifications* relevant for interpreters in the K-12 setting include Level 3 - Generalist, Level 4 - Advanced, and Level 5 - Master.

### **Code of Ethics**

The RID, Inc. has developed and espouses a Code of Ethics. These are generally accepted guidelines and principles for professional behavior across a variety of venues that sign language and oral interpreters follow.

### **Conceptually Accurate Signed English (CASE)**

A signed message that is effective in conveying the meaning of the speaker while maintaining the English form (word order).

### **Contact Sign Language**

*Also referred to as Pidgin Sign English or Manually Coded English.* A term used to refer to contact varieties or blended forms of English and American Sign Language often used when hearing people and people who are deaf do not know each other's language and wish to communicate (see *Invented English Sign Systems*).

### **Cued Speech**

A system of using eight handshapes in combination with four locations near the face to visually represent Spoken English (see *Invented English Sign Systems*).

### **Deaf-Blind Interpreting**

The use of special techniques in working with individuals who have both vision and hearing impairments.

### **Deafness**

A hearing impairment that is so severe that the individual is impaired in processing linguistic information through hearing, with or without amplification.

### **Educational Interpreter**

A person who is able to perform conventional interpreting (or transliterating) together with special skills for working in the educational setting.

### **Fingerspelling**

Spelling out words with the hands using the manual alphabet. It is sometimes referred to as the Rochester Method because it was used at the Rochester School for the Deaf in New York.

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### **Hearing Impaired**

General term encompassing individuals with any type of hearing loss, from mild to profound, including persons who are deaf or hard of hearing.

### **Individuals with Disabilities Education Act (IDEA)**

The Federal law that guarantees free and equal access to educational opportunities for students with disabilities within the public education systems of the United States.

### **Individualized Education Program (IEP)**

A team-developed, written program that identifies therapeutic and educational goals and objectives needed to appropriately address the educational needs of a student with a disability. An IEP for a child with hearing impairments should take into consideration such factors as (1) communication needs and the child's and family's preferred mode of communication; (2) linguistic needs; (3) severity of hearing loss and potential for using residual hearing; (4) academic level; and (5) social and emotional needs, including opportunities for peer interactions and communication.

### **Interpreting**

The process of changing a message from one language to another and making appropriate grammatical and cultural adjustments to maintain the message equivalence. In the field of sign language interpreting in the United States, the two languages are usually American Sign Language and English. The term may also be used generically to refer to the use of an intermediary to convey a message between a person with a hearing impairment and others, whether with ASL or a visual representation of English.

### **Invented English Sign Systems**

Sign systems developed for educational purposes that use manual signs in English word order with added prefixes and suffixes not present in traditional sign language. Some of the signs are borrowed from American Sign Language and others have been invented to represent elements of English visually. Signed English and Signing Exact English (SEE<sup>2</sup>) are two examples of invented systems.

### **Manually Coded English**

Systems created to represent English using natural and invented signs in English word order. Some examples are Seeing Essential English (SEE<sup>1</sup>), Signing Exact English (SEE<sup>2</sup>), Conceptually Accurate Signed English (CASE), and Signed English. Manual representations of English that do not use signs include cued speech and the Rochester Method (see *fingerspelling*; *Invented English Sign Systems*).

### **Oral Interpreting**

The process of understanding the speech and/or mouth movements of persons who are deaf or hard of hearing and repeating the message in spoken English; also the process of paraphrasing/transliterating a spoken message with or without voice and with natural lip movements or natural gestures.

### **Pidgin Signed English**

(see *Invented English Sign Systems*)

### **Registry of Interpreters for the Deaf (RID), Inc.**

A national professional organization representing interpreters for the deaf, administering a national evaluation and certification system, maintaining state and national registries of certified interpreters, and advocating on behalf of interpreters and interpreting.

### **Repetitive Motion Injury**

A general term for several conditions that can result from using a set of muscles repeatedly, especially resulting from repetitive movements of the hands and arms. Some examples of these are Carpal Tunnel Syndrome, tendonitis, and tennis elbow.

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### **Rochester Method**

A manual code for English wherein each letter of the alphabet is assigned and all words, with the exception of the word *and*, are communicated (see *Invented English Sign Systems* and *Manually Coded English*).

### **Signing Exact English (SEE<sup>2</sup>)**

A sign language system that represents literal English, making visible everything that is not heard and, supplementing what a child can get from hearing and speechreading. Since American Sign Language has different vocabulary, idioms, and syntax from English, Signed English modifies and supplements the vocabulary of American Sign Language (see *Invented English Sign Systems*).

### **Signed English**

A signed English system devised as a semantic representation of English for children between the ages of 1 and 6 years. American Sign Language signs are used in English word order with 14 sign makers being added to represent a portion of the inflectional system of English. Examples of Signed English include Conceptually Accurate Signed English (CASE), the Rochester Method, and Signing Exact English (SEE<sup>2</sup>) (see *Invented English Sign Systems*).

### **Sign-to-Voice Interpreting**

The process of watching American Sign Language, any Manual Code for English, and/or the mouth movements of persons who are hearing impaired or hard of hearing and conveying that signed message into spoken English (commonly referred to as reverse interpreting).

### **Simultaneous Communication**

This occurs when a speaker presents a spoken and signed message at the same time. Only English can be used, since it is impossible to sign American Sign Language and speak English simultaneously.

### **Speech**

Speech articulation, for most persons who lose their hearing before language is developed, is an approximation based on training and memory. Clear speech varies with each individual depending upon but not limited to (1) the age when hearing loss occurred; (2) how much hearing the individual has left; and (3) the amount of speech training received.

### **Speechreading**

Also known as lipreading, the act of receiving a language through watching the movements of the lips and throat. Effective transliteration includes rewording to produce mouth movements that are more clearly visible.

### **Total Communication (TC)**

A communication philosophy in deaf education that includes adjusting communication to individual needs. Different modes can be used singly but often occur in combination and include, but are not limited to, sign language (American Sign Language or Manually Coded English), mime, gesture, speech, speechreading, residual hearing, fingerspelling, reading, writing, and media.

### **Transliterating**

The process of changing the form of a message from one code to another. In the field of sign language interpreting in the United States, this most commonly refers to working between spoken English and a visual form of English. The visual form is most often a manual code for English or speechreading.

### **Voice to Sign**

The process of conveying spoken English into a signed form of the message which may include mouth movements of English or American Sign Language, depending upon the language preferences of the individual.

## Appendix D – References

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# Ohio Guidelines for Educational Interpreters

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